



# Time for a Tune-up: Learning from Process Data

Process data: Documents that show the progress and process of programs and strategies the school is using for improvement efforts. It may include descriptions of school programs, instructional strategies, classroom practice, school improvement action plans, curriculum guides.

—adapted from Victoria Bernhardt (1998)

## Why go this route?

- To monitor instruction and practices so you can know what's succeeding.
- To increase student achievement by “tuning” your practice in response to results data.
- To focus instruction based on data.
- To encourage accountability.

## You'll know you've arrived when...

- Practices known to be effective are named in the School Improvement Plan and monitored for consistent use.
- Decision-making in your school reflects process data.
- Student achievement has increased in areas impacted by decisions and strategies shaped by process data.

## Construction Zone

You'll need someone to adapt or develop forms for you, and a data-manager or team to organize and analyze the data.



### It's about TIME

- One or two meetings will be needed to prepare to do the assessment(s).
- One meeting will be needed to complete the assessment.
- The team will need 2-3 weeks to organize and analyze data.
- Sharing results and developing a response plan should be done on an ongoing basis. Carve out 20 minutes at each staff meeting.




### Potential COSTS

- Time and professional development will likely be needed but can be managed as part of your plan.
- If you need to hire a data manager, full or part-time salary would be needed.

## The Process

*A step-by-step guide to  
collecting data about  
instruction and practice*

**NOTE:** Steps marked with a  are accompanied by one or more inserts, included in this packet.

- 1 Meet with the Leadership Team** to discuss the process for collecting data. Develop a “charge” for the team or committee that will do this work—perhaps they could be the “What’s Working Here?” team.

See MI-Map Packet 8:1 “*Developing School Decision-Making Teams*” for a template “charge” to clarify what the team is responsible for.

- 2 Recruit and orient team members** to the charge.

- 3 Begin to collect data** on the processes that contribute to your total school improvement efforts. We’ve developed surveys to explore **reading** practice, but you might explore any other practice focused on in your school improvement plan. Areas that you might want to include in your data scan are:

- a. Classroom Practice**

Using an instrument like INSERT A for Step 3 (*Time Spent Reading Log*) can be helpful in diagnosing problems in a fundamental subject area.

- b. Instructional Strategies**

Use INSERT B for Step 3 (*Instructional Strategies Chart*) to survey teachers and analyze how varied instructional strategies are in your building.

- c. Practices at Home**

To be data “rich” collect data from students and parents. For instance, INSERT C for Step 3 (*Daily Reading Practice Slips*) explores time spent on reading at home. \*In addition to the practice slips, we’ve included letters for teachers and parents as well as a grading rubric.

- d. School Programs used to increase student achievement**

For instance, see INSERT D for Step 3 (*Supplemental Program Effectiveness Chart*) to analyze the viability of your school’s programs.

- 4 Analyze the data** by teacher and by grade level.

INSERTS for Step 4 illustrate data analysis sheets for the data-gathering tools we suggested in Step 3. If you’ve developed your own tools, build similar overview summary sheets, and tally responses with hash-marks, so you can see patterns.

- 5 Share findings with staff.** Discuss whether changes in practice (or working toward more uniform adoption of the most promising practices) might be warranted.

- 6 Develop a plan** based on the data. INSERT for Step 6 may be helpful as you plan.

- 7 Implement** and monitor the plan.

## Getting more mileage from learning from process data

*How using data about instructional practices can benefit your school in regard to the following initiatives:*

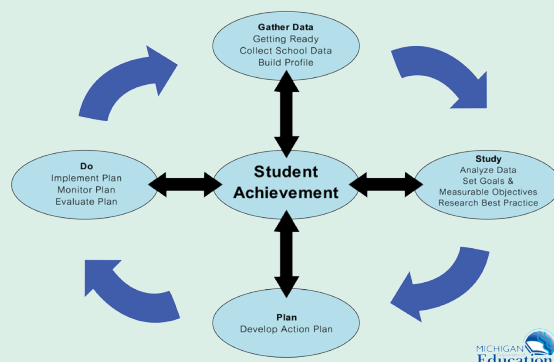
### **Elementary and Secondary Education Act (ESEA)**

- Schools are expected to use scientifically based research, practices, and materials. Federal funding will go only to programs that are backed by evidence that the following questions have been considered:
  1. Is the practice or intervention on a national repository or registry?
  2. Has the practice or intervention been evaluated in a peer-reviewed journal?
  3. Does the practice or intervention have extensive documentataion and theoretical links even though the empirical research is lacking?

### **State Accreditation System**

- Schools are required to analyze their planning of instruction for content and developmental appropriateness and delivery evidence-based practicee and student engagement.

### **Michigan Continuous School Improvement Process (Mi-CSI)** **Michigan School Improvement Framework**



Continual analysis of classroom practices, programs, and initiatives are part of the continuous school improvement process. This packet provides guidance in collecting data to support that analysis.



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## Resources

### Books, Articles, Websites

#### ***“Data-Driven Decisions”***

Articles by Theodore B. Creighton, Raymond Yeagley, Philip A. Streifer, Francis Barnes, Marilyn Miller and George A. Goens. *The School Administrator*, April 2001.

This issue of *The School Administrator* includes a number of articles on data-driven decision-making. *The School Administrator* is available online at <http://www.aasa.org>

#### ***“No Excuses for Low Learning—School Proves Poverty, Diversity Aren’t Barriers to Achievement”***

Joan Richardson. *Results*, National Staff Development Council, February 2002.

This article describes how the use of data in decision-making to focus the school improvement efforts of Bennett-Kew Elementary School in California helped this school find itself in the top tier of schools measured by California’s Academic Performance Index, surpassing performance in well known affluent suburbs.

#### ***“The Latest News on Evidence”***

MAISA Journal, March 2011.

<http://gomaisa.org/sites/default/files/LatestNewsOnEvidence.pdf>

#### ***Data Analysis***

#### ***for Comprehensive***

#### ***Schoolwide Improvement***

Victoria Bernhardt. Larchmont, NY: Eye on Education Press, 1998.

The purposes of this book are to update the original “Data Analysis for Comprehensive School-wide Improvement” book with new and improved strategies and knowledge, and to clarify:

- Why data are important
- What data to gather
- How data—properly analyzed—can make a difference in meeting the needs of every student in the school
- How to communicate and report data results, including your obligations under NCLB legislation.

#### ***Root Cause Analysis: School Leader’s Guide to Using Data to Dissolve Problems***

P. Preuss. Larchmont, NY: Eye on Education Press, 2003.

This book provides school leaders with a plethora of templates to use to identify the root causes of student achievement problems in their schools.

### People

Intermediate School Districts/RESAs can serve as a resource.

#### **For more information, contact**

Michigan Department of Education

Office of Education Improvement and Innovation  
517-241-3147

School Improvement Unit  
517-373-8480

Curriculum and Instruction Unit  
517-241-4285

Office of Assessment and Accountability  
517-373-0048

Office of Early Childhood and Family Services  
517-241-3592

Office of Field Services  
517-373-3921

Office of Professional Preparation and Teacher Certification  
517-373-6505

Office of Special Education and Early Intervention Services  
517-373-9433

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